J. William Fulbright Foreign Scholarship Board
Minutes of the 259th Quarterly Meeting
Chicago, IL
May 5-7, 2013

The 259th meeting of the J. William Fulbright Foreign Scholarship Board (FFSB) took place in Chicago, IL May 5-7, 2013 at the University of Chicago.

Members in attendance at the quarterly Board meeting were: Chairman Tom Healy, Vice Chair Susan Ness and Members Mark Alexander, Betty Castor, Christie Gilson, Gabriel Guerra-Mondragón, Anita McBride and Laura Skandera Trombley. Participating via phone were: Members Shelby Lewis, Lisa Caputo, and Rye Barcott.

Sunday, May 5, 2013

The Board met in closed session on Sunday, May 5, 2013 to discuss the Fulbright application review process.

Monday, May 6, 2013

The Board met in closed session at the University of Chicago's Alumni House in the morning. They discussed board business and news since the February meeting, heard reports from the Office of Academic Programs, the Fulbright Association, and later, Regional Branch Reports from the Near East Asia, Teacher Exchange, and Africa Programs.

When the closed session ended at 3:45, the Board then moved to the Quadrangle Club for an Information Fair where they met and spoke with students interested in international opportunities, including Fulbright.

The public session of the meeting began with a panel session.

> ***FULBRIGHT 2.0 – E-learning, MOOCs, OERs and the Future:***
> ***What does new technology mean for global education?***

The panel was welcomed by:
- FSB Chairman Tom Healy
- Chicago Mayor Rahm Emanuel
- University of Chicago Provost Thomas Rosenbaum

Panelists were:
- Dr. Laura Skandera Trombley
  - Member, FFSB, Moderator
- Clay Pell
  - Deputy Assistant Secretary for Postsecondary Education,
    U.S. Department of Education

- Henry Bienen
    - President Emeritus, Northwestern University
- Katie Day Good
    - Fulbright Alumna
- Shai Reshef
    - President, University of the People

The panel session began with Tom Healy introducing himself to the audience, thanking them for their participation. He mentioned that the meeting was being live streamed and the audience included those around the world. Mr. Healy said that the Board was quite eager to hear from each of the panelists and to embark on this great and important discussion.

Mr. Healy introduced and welcomed Chicago Mayor Rahm Emanuel to the panel, noting that they've known each other for many years and among other things, they always discuss the books that they are reading. Mayor Emanuel told the audience how pleased he was to be there with them that day, welcoming them all to the City of Chicago, noting the importance of the topic of the day's discussion; of how technology is changing education, and how this is happening on a local level. Mayor Emanuel introduced Henry Bienen, the former president of Northwestern University and indicated that he also sits on the local school board in Chicago.

Mayor Emanuel discussed the role that technology, information, information technology and how they are changing both the way you organize a city as well as ways in which you can reach a broader audience of children in schools and give them greater opportunities through this technology. He said that he thinks that the most essential language is that of dealing with the digital divide, noting that the City of Chicago is making great strides in this.

Mayor Emanuel welcomed the audience to Chicago, noting the long history between the city and the Fulbright Program, indicating that at any given time, there are roughly 400 Fulbrighters in and around the City of Chicago. He mentioned that Chicago has had more individuals win the Nobel Prize than any other city. He talked about Chicago's beginnings as a city of immigrants; giving their children a chance at a new start in life, a hope and a dream to have an education. Mayor Emanuel told the story of a recent event hosted by the City of Chicago, which was the first time it was held in an American city. He talked about a conference held at one of the local public high schools, which is the school that his mother attended. Mikhail Gorbachev spoke to the student body and was introduced by a young woman who was attending Northwestern University and whose family had emigrated from Yemen. He said that Chicago is the most American of American cities, and there, you will get the American experience like in no other city. Mayor Emanuel noted the importance of the topic of distance learning, technology, and education, and how best to adapt technology to education. He called it a subject dear to our hearts, making sure that every child gets a great education, regardless of their zip code, their economic conditions and more.

When Mayor Emanuel finished speaking, Tom Rosenbaum, Provost of the University of Chicago addressed the audience. He also welcomed everyone to the city, as well as to the university itself, indicating how thrilled he and the university were to host this meeting. He told the group that the students were so excited about the event that some had lined up for close to an hour before it began, in order to be sure they were able to get inside. He noted the shared values between the University of Chicago and the Fulbright Program, and the shared commitment to developing mutual understanding through intellectual exchange. Provost Rosenbaum told the audience about a university program created just after World War II, called the "Spiritual Marshall Program," or the Hutchins Program, after Robert Maynard Hutchins, the university president at that time. This program launched an exchange with various German universities. He further explained the university's dedication to language studies, noting that at any one time, there are more than 50 languages being studied on the University of Chicago campus. Provost Rosenbaum discussed the number of research centers located around the world that they university runs, remarking on the expectation of the exchange that will take place. He also said that with over 300,000 Fulbright Alumni, many of those have come through the University of Chicago, something that they are very proud of. In his final remarks, Provost Rosenbaum thanked the group once again for their participation and saying how much he looks forward to developing values together in order to harness technology in ways that will benefit the Fulbright Program.

Chairman Healy then returned to the podium to explain the setup for the panel. He gave some background information to the audience about the Fulbright Board. He told them about their quarterly meetings and the other work that they do on behalf of the Fulbright Program. He talked about the extraordinary leaders in education who were invited to speak this afternoon, talking about the relationship-based, people to people exchanges that aid with problem solving around the world. He said how new technologies have great possibilities to broaden such relationships, connecting us more widely than we ever thought possible. He asked whether there is an opposition between virtual exchange and a physical exchange, what technologies might simply be fads, and which are truly transformative. He reminded us how attached we are to our gadgets nearly at all times, despite being living, breathing people, we are also networks, and we want to use these connections in as many ways as we can. We must find a way to use virtual exchange to our advantage, finding both the benefits and the risks. He told the audience about how Illinois Senior Senator Dick Durbin took one of the best known MOOC companies, Coursera, and a famous poetry class at the University of Pennsylvania and enjoyed the experience greatly. Looking at 19th century poetry with a group of more than 30,000 people, new interpretations can always be found, and this is a great advantage. He then thanked the audience again for being there and for the special guests in attendance, noting in particular Dr. Hanna Gray and Assistant Secretary of State Ann Stock. He then turned the panel over to FSB Member and Moderator Dr. Laura Trombley.

Dr. Trombley came forward and introduced herself, noting that she is the President of Pitzer College and the newest Member of the Fulbright Scholarship Board. She made brief remarks and provided a bit of background about MOOCs, OERs and e-Learning, as the information may be new to some members of the audience, and given the nature of the ever-changing technology environment that we live in.

Dr. Trombley explained that a MOOC is a Massive Open Online Course, which is the use of electronic media and information and communication technologies. OER refers to Open Educational Resources. She noted that there has been a great deal of recent talk about these topics, and it is quite appropriate for Fulbright to be talking about them today, especially given the intersection of these new technologies with the Fulbright Program. She said that e-Learning is the one that academia has the greatest experience with, as it dates back the furthest. She talked about teaching computer-aided composition classes with all online materials, which was cutting edge at the time, in the mid-1980's. These days, it is no longer a question of having content online, but leadership must now consider how to afford to have the amount online that we want to be available.

Dr. Trombley indicated that the current conversations surrounding MOOCs began in 2011 by Professors of Computer Science at Stanford University. Soon after, Harvard and MIT announced that they would enter the MOOC market, and that is when things really took off. Now, in spring 2013, this dialogue has gone viral, with MOOCs including Udacity, 2U, Coursera, as well as YouTube and Apple iTunes University being debated as well. The question is whether they are an answer to reduction-starved budgets, jump starters for incoming traditional age students, the ultimate sharing of knowledge with all of our global partners, the best revenue generating idea in ages for institutions, both profit and non, a handy marketing tool perhaps for colleges and universities to showcase existing programs, or the end of all that we know.

In her remarks, Dr. Trombley said that MOOCs could possibly be a long-awaited answer to degree completion dilemmas caused by budget depletion, federal reductions, and over-enrollment in classes. Saying that this dialogue is not always new, Dr. Trombley said that what has changed in the last decade is that the number of college students who have taken online courses has grown from 1.5 million then to 6.7 million today. With this in mind, technology infrastructure has become more robust and software is far more sophisticated than it once was, as well as there being greater broadband and wireless access than ever before. With this in mind, she emphasized that of the students enrolled in MOOCs, more than 70% of them are either international students and professionals, rather than traditional college-age students. Dr. Trombley also mentioned Senate Bill 520, which calls for online courses offered by commercial providers to be approved for credit for students who can't find places in physical classes due to overcrowding.

Dr. Trombley explained that OERs are both media and document materials that are openly licensed and available for educational resources. The intention in their development and promotion is to reduce or eliminate the cost of educational materials, as well as offer an expanded and arguably enhanced educational environment. The William and Flora Hewlett Foundation has provided a reasonable working definition of OERs: they regard them as residing in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. OERs include full courses, course material, modules, text books, streaming videos, test software and any other techniques used to support access to knowledge. This movement began with the onset of distance education in the last century, and it is MIT that is most often credited with

starting the OER movement after its announcement in 2001 that it was planning to put its entire course catalogue online. In 2008, the Capetown Open Education Declaration urged publishers and governments to make publicly funded educational materials available at no cost via the internet. Presently, OERs are being actively supported by the Fulbright Program and there is a special initiative to recruit individuals with OER skills. This new program awards grants to qualified U.S. faculty and professionals in select disciplines, for collaborative two to six week projects at host institutions worldwide. In addition, the Fulbright Distinguished Teachers Program incorporates training into their program on how to use OERs in the classroom.

Dr. Trombley closed her remarks by introducing the panelists for the afternoon. Clay Pell serves as Deputy Assistant Secretary for International and Foreign Language Education at the U.S. Department of Education. There, his focus is to advance President Obama and Secretary Duncan's vision for global competiveness, including efforts to encourage and promote the study of foreign languages and cultures at all levels in the U.S. The next panelist was Henry Bienen, the former president of Northwestern University and a member of the Chicago Board of Education. The third panelist, Katie Day Good, is a Fulbright Alumna and current Ph.D. candidate at Northwestern University in the fields of media, technology, and society. The final panelist was Shai Reshef, the president of the University of the People, the world's first tuition-free, non-profit OER online academic institution dedicated to opening access to higher education. To open the panel, Dr. Trombley asked the panel to consider a question; how might these technologies share their experiences with the wider community.

Clay Pell spoke first; thanking the Board and the other panelists, saying what an honor it is to be there on behalf of Secretary Duncan. He said that both Secretary Duncan and President Obama have stressed the importance of foreign language and international studies, both for education and for the security of our nation. He said they were grateful for the leadership at the Fulbright Board and the State Department, and how proud they are to be partners. Mr. Pell discussed the incredible power of technology for global education and bringing people together in classrooms all over the world. At the national level, these help share America's competitiveness and innovative spirit in connecting people and building their skills. He noted that the challenges can include providing access to quality education and ensuring that there is a chance to complete the courses that they opt to take. Mr. Pell emphasized that the role of physical study abroad will continue to be the background for international experiences, and everyone involved can surely remember the experience that brought them into this realm. The root of making new connections will continue to be study abroad, and we look forward to creating links to the different technologies, he concluded.

Henry Bienen introduced himself next, indicating that while he was never a Fulbrighter, he's always been an international relations person, going abroad to Africa. He commented on major universities using MOOCs and these new technologies in experimenting with online work both on their own campuses and abroad. He then spoke about chairing Ithaca Harbor, formerly known as JSTOR, which digitalizes journals, books, and other fugitive materials. He noted one of the advantages of having these materials available being that relatively new universities can access this wide array of

materials without yet building physical libraries, which can be very difficult to do in these early stages. This is especially helpful, as individuals can use them, as well as administrators and anyone else. Also, the speed at which this information is available has increased and the cost has decreased, both of which are advantageous to all parties involved. He also mentioned the ongoing debate about whether these online technologies should all remain free, as Ithaca Harbors is a non-profit institution. With that in mind, as a Member of the Chicago Public School Board, he indicated that K-12 institutions, both domestic and abroad need to make better use of online technologies than they currently do. This will help to lower the cost of textbooks, achieve greater access to college level courses and career-oriented courses. He did say that teachers in Chicago are making slow progress, but that they need to share best practices online. He also mentioned that he chairs the board for a for-profit higher education, Rasmussen College, and that for-profit higher education organizations have really pioneered in higher education in the U.S. and online learning because they wanted to meet students where they needed to be met, and that was with asynchronous learning, and that these for profit colleges and community colleges are doing an excellent job of meeting such demands. His final point was regarding the need for collaboration among institutions of higher learning at all levels, in order to better match labor force needs in education. He talked about the need for better completion rates, a better system for the transfer of credits, and online learning can really help with that. He also mentioned the importance of these new technologies with regards people and generations to be able to catch up with one another. Mr. Bienen mentioned the importance of creating joint ventures with U.S. or UK institutions and institutions in developing nations so that these partnerships can help boost as well. This will allow both institutions to access each other's best course materials and best practices, allowing for an innovative new future.

When Mr. Bienen finished speaking, the next panelist was Katie Day Good, who is a Fulbright Alumna to Mexico in 2008-09 under a then-new technological initiative called the Fulbright-mtvU program. She echoed an earlier point made by Clay Pell, saying that while media and technology can play a role in global education, we need to be sure not to think of it as a replacement for actual study abroad, but as a supplement. She said that the question to think about is how to extend the abroad experience without trying to replace it. She said that what makes the Fulbright-mtvU program so unique is the blog component of it, where all grantees are required to blog about their experiences, write posts, and share multimedia in order to illustrate their projects from the communities that they are working in. While doing so, she learned the blog format really represents both the potentials and the problems of trying to bring experiences like Fulbright onto the web and into digital space to be shared with others. The blog enabled her to share her experiences with a very large audience, as well as a richer view of experiences than from a written account elsewhere. She could also share photos of her travels and experiences on the blog in a multi-faceted view, but she admitted that it was difficult to keep a sustained dialogue on the site, which is opposite what she was hoping for.

The question that Ms. Good raised was that of whether digital formats like MOOCs can really bring us closer to a more global multi-directional and dynamic conversation online, or instead, would it create a more unbalanced, hierarchical or Amerocentric conversation. People ask whether these

MOOCs and such can really democratize education when the format typically consists of a professor at an American university exporting pre-recorded content to students all over the world who may have very different needs and perspectives when it comes to such information. Ms. Good also reminded the audience not to overlook some educational power tools at our disposal already, such as facebook and twitter, as Fulbright is doing phenomenal work there, she said, remarking on how social media sites are very good for facilitating networked and horizontal communication, as they can create a great conversation among participants. She mentioned a conversation begun on the Fulbright facebook page over the weekend regarding this panel session and how it led to a number of comments and "likes," and wondered if that could have happened in a more specialized space like a MOOC. Ms. Day also said how social media sites are great tools for getting people connected before an international experience, and then keeping them connected afterwards.

Shai Reshef then spoke, telling the audience about the University of the People, which is the first online, tuition-free, non-profit university, designed to open the gates of education to everyone. There are millions of people around the world who have graduated from high school and cannot afford college, and this is where they step in, he said. He also mentioned that in some countries it is very difficult for women to attend college, and at the University of the People, there are seats for everyone to attend, and nobody is being left behind.

Mr. Reshef explained that they offer courses in business administration and computer sciences and offer Bachelors and Associate degrees, putting them into small virtual classes, so that they can work collaboratively, yet still get the individualized attention that they need. They are in groups with students from all over the world in order to meet and form relationships to open their minds and shift their attitudes. Mr. Reshef explained how he started the University of the People, knowing that he wanted to be able to provide education for all, despite costs involved, and that open sourced technology can be used by everyone for no cost. He gave a few samples of some of their figures and that they have students attending from 136 countries, as well as a number of volunteering professors. He also talked about a few of their partner organizations, who mentor their students and offer internships. He said that the only cost to students is the fees involved when taking exams, otherwise, they have cut every other cost. The exams are $100 per exam, but if they are unable to cover it themselves, the school offers a variety of scholarships to help with that.

Once each of the panelists had given their brief remarks, Dr. Trombley explained that the panel would now move towards the participatory portion where the audience could ask questions of the panelists. She also explained that there would be questions coming in via twitter and the live feed. The first question came in from Philadelphia, PA, USA and was fairly broad: what is the greatest challenge currently that you see for technology for global education, and what would a potential solution be?

Mr. Reshef answered first, saying that the challenge is to realize that the technology is there and that we should use it, rather than to keep looking for something better and better before it is implemented. He said there is no need to wait, because we can use it now, use what we have, and

that this current technology can go anywhere, to anyone, at any time. Ms. Good echoed that point, saying that she feels that the biggest challenge is that of the different levels of access. She noted that there can be a tendency to speak in blanket terms about such things, but we need to remember that there are not the same levels of access worldwide. She said that developing educational resources to be accessed by different levels of connectivity and types of devices has improved this tremendously.

Dr. Trombley thanked both panelists for their answers, saying that they fed nicely into the next question from the online audience, coming from Rwanda, where we were asked that the challenge there is in using MOOCs for participation in higher education, in a country where internet access is only 7%. They suggested the idea of "MORCs;" Massive Open Radio Courses. Ms. Good replied first, mentioning that her dissertation looks at historical trends, and in the 1930's and 40's, there was a great deal of excitement about radio as being the first form of broadcast in distance education. She explained that much work was done on this at the time, but soon television came into play, and then left the same challenges there. The huge variance in technological access must be taken into account, because large groups of people getting access will be the perennial challenge. Dr. Bienen mentioned the importance of looking at the needs of each society and their educational institutions. We must look at and deal with the specificity of place. Mr. Reshef commented on how using volunteers can be a great advantage, as you can then use the funds for other means, and this cost structure is good for sustainability.

Dr. Trombley then asked the audience if anyone there had a question, and a man stood. He introduced himself, saying that he had taught at several universities and is now retired, yet tutors grade school children. He commented on the problems that students have when doing math without a calculator, and how he feels that they shouldn't be allowed to use calculators until they've learned to do math problems with a pencil and paper. With that in mind, he said that many new teachers are the same way, and that something needs to be done about this, to retrain them, so that they can teach their students the proper way do to mathematics. Mr. Pell commented on that, saying that the concept of learning through practice is important and that this can be a way of addressing some of the challenges that have been a part of web education 1.0. He mentioned the need to include social networking in some of these technological innovations. He reminded us how these innovations can be exciting, and how they can bring people together in numerous ways.

Dr. Trombley took another question from the audience, which was about learning outcomes and assessment. He asked the panelists to address how they see technology handling this challenge of assessing student learning. Dr. Bienen replied saying that this has been a big issue in Chicago recently, politically and dealing with unions and teachers. He said there needs to be hard metrics for assessment, and they need to be specific so that we can test for them, and that will help move things in the right direction. He also commented on an issue with social media is that of the amount of "junk" that gets out onto the internet in from various means. He said that one of the problems is evaluating that information, to sort the good from the bad, because so much information becomes public so quickly with very little control. Mr. Reshef also commented on learning outcome in online setting, saying that it can be much easier than in a traditional setting, because of the frequent

meetings and measuring that takes place through the exams that students take. Mr. Reshef commented that it is very easy to measure and make sure that you have the learning outcome embedded inside your program from beginning to end.

There was another question from the back of the audience, regarding soft skills and how we prepare students in thinking about them. The question asked the panelists to talk about the role that technology might play in facilitating that, or nurturing soft skills in the students enrolled in these courses. Ms. Good responded first, saying that prior to the panel, she looked at the discussion that was ongoing on the Fulbright Program's facebook page in response to the panel. She said that she was interested in seeing the international idiom of communicating online. On twitter, one must use less than 140 characters, and often use hashtags. With this in mind, there is the etiquette of online communication and the challenges that go along with communicating across cultures. She echoed Dr. Bienen in saying that we must teach K-12 students these skills, so that they can distinguish between fact and other sorts of information when communicating with others across cultures in a respectful manner in these online forums, as it can be a challenge, though exciting, for intercultural understanding. Dr. Bienen responded saying that he feels that this is an area where Fulbright and others can take a leadership role. He said that often, the cross-cultural diplomacy skills and language skills are weaker, and this shouldn't be the case. He encourages the use of OERs in order to keep these skill-teaching areas going. He mentioned the Learning Registry, an OER database launched by the Department of Defense and Education, saying that this is a good example of what can be done. He also talked about the need for returning Fulbright alumni to can help to build up partnerships with schools, and build the collective knowledge and etiquette to be spread around the country.

There was another question from the audience regarding MOOCs and their potential to help break down the elitism of universities. The audience member wondered if schools and cohorts spend too much time trying to create an atmosphere to "sell" programs such as MOOCs, and he wondered of selling them this way might deem them meaningless. Mr. Reshef spoke, reminding the audience that MOOCs are free in most cases, but not always open, and that there is a big difference between this and an open educational resource. He said that open educational resources are the movement where people can take the material, reuse it, reshape it, and, in most cases, for free. The MOOC actually keeps the IP rights of its own. He noted that most universities do not accept credit transfers from classes taken with MOOCs, and he said that he finds this to be odd. He noted that more than 40% of MOOC users have Bachelors and Masters degrees, and 20% are students in other universities, which is great because it spreads the knowledge about MOOCs. He did say that while this is all wonderful, there are still limitations that need to be looked at with regards to the problem of access for all those who need it.

Dr. Trombley explained two observations. She told the audience that she was in the process of creating a MOOC about Mark Twain. She also said that she was fascinated by this panel on technology and the notes that she was receiving with the questions being asked online. One of those questions was the last question, as time was running short, and she wanted each panelist to have the opportunity to address this last question.

She noted that it is clear that this is just the beginning of a robust discussion, and the question asked what you can suggest that we capture from the various subjects that have been discussed, that could actually be utilized in terms of the Fulbright mission. Dr. Pell replied first, saying how important he feels is it to get the Fulbright message out, the message at the individual level, what people have done, and then, at a social or national level, the importance of study abroad and international exchange. His practical recommendation would be to create a Fulbright repository on the Learning Registry, using Open Badges, which is run by the Mozilla Foundation. Launched in the last few years, it recognizes competency-based skills in learning. He also suggests finding ways to further connect Fulbrighters with U.S. schools and U.S. students. Dr. Bienen echoed Dr. Reshef's words, saying what unique experiences you find with Fulbrighters. With that in mind, he said that these technologies can really help in situations such as this. He'd like to find a way to put them together in a cohesive way to be sent out into the world, because having people get together and talk and share their experiences is an extraordinary thing. Ms. Good said that the theme that jumps out at her is that these technologies have tremendous potential, though also limitations. She said that the better we can understand these advantages and limitations, and work with them, the more we'll be able to use them in the future. She said that we can no more talk about technology as a panacea for learning problems than we talk about global learners as needing the same things from these technologies. She said that it is important to recognize the nuances in different countries' needs and levels of access, and then go about tailoring the tools in that way as well. She also said that this talk about mediated communication helps us to reinforce and recognize the importance of face to face interactions. She said that she feels very optimistic about this new world that we are moving towards, because it opens up new opportunities for connection and communication, though part of the project is learning how to synthesize the two, and we are just at the very beginning of this, and because of that, conversations like today's panel are very useful. Mr. Reshef then said that he feels that technology gives a great opportunity to Fulbright to spread the word and multiply the effect of Fulbright by many, many times, and enjoy the richness that social media portrays in bringing scholars together.

Dr. Trombley then thanked the panelists for their time, thanked the University of Chicago for hosting, and ending the panel session for the afternoon.